

Ravensdale Infant & Nursery School



Special Educational Needs and Disabilities (SEND) Information Report Including SEND Policy November 2024

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Our commitment and intent

Ravensdale Infant and Nursery School is committed to an enjoyable and inclusive education which offers all pupils the chance to succeed, and fulfil their potential, regardless of ability. Our three core values; ready, respectful and engaged run throughout our curriculum and are key to our relational behaviour approach.

There is a commitment to meet the diverse needs of every child in every class, which includes children that fall within the four areas of need outlined in the SEND Code of Practice (2015). Additional support is provided when required with the intention of increasing access to the curriculum by removing barriers, raising attainment, encouraging ambition and improving skills for life-long learning.

This policy complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 6+) and takes account of:

- The SEND Code of Practice 2015 (which takes account of the SEN provisions of the SEN and Disability Act 2001),
- The Equality Act, 2010,
- Children and Families Act, March 2014,
- Advice provided to Derby City schools on producing their school's local/core offer.

Acronyms used in this document:

SEND - Special Educational Needs and Disabilities

SENDCO (Special Educational Needs and Disabilities Co-ordinator)

SLT – Senior Leadership Team

IEP - Individual Education Plan

2. Aims of the Ravensdale Infant and Nursery School SEND policy

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The aims of our special educational needs and disabilities policy and practice in this school are:

- To make reasonable adjustments, wherever appropriate, for all pupils by ensuring fair access to the curriculum and the environment.

- To ensure that children and young people with SEND (Special Educational Needs and Disabilities) engage in the activities and curriculum of the school alongside pupils who do not have SEND.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum in response to the following four areas of need:
 - ◆ Communication and interaction
 - ◆ Cognition and learning
 - ◆ Social, mental and emotional health
 - ◆ Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence partnership with our families.
- To ensure staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions by being fully inclusive in all school activities by ensuring consultation with parents alongside health and social care professionals.
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all learners.

3. What are special educational needs?

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*‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty** in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. ... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.’ Code of Practice, 2015.*

4. How does Ravensdale Infant and Nursery School know if children need extra help?

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A child may be identified as having a Special Educational Need at any stage during their education. This may be a long-term difficulty requiring continuing support, or a short-term difficulty requiring a specific intervention.

We know when pupils may need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school/preschool provider.
- Tracking of attainment outcomes indicate a lack of, or slower rate of progress compared to their peers.
- Pupil observation indicates that they have additional needs in one of the four areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- A pupil asks for help.

5. What should I do if I think my child may have special educational needs?

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- If you have concerns, then please firstly discuss these with your child's teacher. This then may result in a referral to the schools SENDCO (Special Educational Needs and Disabilities Co-ordinator) Mrs Gayton and whose contact details are 01332 513862, or via email: SENCO@ravensdalei.derby.sch.uk
- All parents/carers' concerns will be listened to. Parent's/carers' views and aspirations for their child will be central to the assessment and provision that is provided by school.

6. How will I know how the school supports my child?

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- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. This is known as quality first teaching.
- Pupils with a learning need or disability will be provided with “reasonable adjustments,” in order to increase their access to the taught curriculum.
- The quality of teaching and SEND provision is monitored in a number of processes which may include:
 1. Monitoring by the senior leadership team (SLT), the SENDCO and external verifiers.
 2. Ongoing assessment of progress made by pupils in their learning and in specific intervention groups.
 3. Work sampling.
 4. Scrutiny of planning.
 5. Teacher meetings with the Senior Leadership Team and/or SENDCO
 6. Pupil and parent feedback.
 7. Whole-school pupil progress tracking and intervention analysis.
 8. Attendance and behaviour records.
- Pupils have individual curriculum targets. These are shared with parents/carers at events such as Parent’s Consultations or in reports.
- Pupils who are failing to make expected levels of progress are identified quickly and action taken as a result of a discussion between the school staff and parents/carers.
- Where it is decided that formal action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
- Individual assessments of the pupil will be undertaken to make an accurate assessment of their needs. Parents/Carers will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents/carers, and the pupil where appropriate, will be obtained. We use appropriate interventions which are identified, recorded and implemented by

the class teacher with support from support staff and advice from the SENDCo.

- Parents/carers will be informed that the school considers their child may require SEN support and their partnership sought in order to improve their attainment by considering how the four areas of need may need to feed into this. For example, a physical need or social need.
- SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed, usually termly, and shared with the parents, and where appropriate, with the pupil.
- This support may be in a small group with other pupils who have similar needs.
- Some children may require more individualised targets and require work on a one-to-one basis. In these cases, those children will have an Individual Education Plan (IEP).
- If progress is still judged to be limited, despite the delivery of high-quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken after parents have been consulted and may include referral to:
 1. Hearing Impairment team
 2. Visual Impairment team
 3. Educational Psychologist Service
 4. School Nurse/health visitor
 5. Mental health support services
 6. Speech and language therapy service
 7. Early Help support team

There may be other professionals involved.

- On occasion, some pupils may not to make the expected levels of progress, despite the relevant and purposeful action taken to meet their special need(s) by both the school and external agencies over a sustained period of time. In this instance, the school or parents may consider requesting an Education, Health and Care Plan (EHCP) assessment that will be undertaken by the Local Authority.

7. How will the curriculum be matched to my child's needs?

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- Teachers plan using pupils' achievement levels alongside The Early Years Foundation Stage Framework (EYFS) and The National Curriculum guidelines based upon the age of the children they teach. Staff carefully differentiate work to match the ability of all pupils in the classroom. When a pupil has been identified as having special needs, their work may be further differentiated by task, the anticipated outcome or the support (both peer and adult) by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

8. How will I know how my child is doing?

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- Attainment levels for all pupils are shared with parents/carers termly, through the parent's consultation meetings or written reports.
- For children who are being supported by professionals from outside agencies (such as a speech and language therapist), additional communication and reports will be shared with school and parents/carers at regular review points throughout the year, when appropriate.

9. How will you help me to support my child's learning?

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- The class teacher or SENDCO can suggest additional ways of supporting your child's learning at home, linked to the targets on their IEP.
- The school may organise parent/carers workshops to offer support in many areas of the curriculum for all parents/carers. Details of these can be found on school letters and aim to provide useful opportunities for parents/carers to learn more about the curriculum that is being offered to their child.
- If professionals from outside agencies become involved with your child, they will also be able to offer support and suggest ways to help your child.

10. What support will there be for my child's overall well-being?

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At Ravensdale Infant and Nursery School, we recognise that all children's well-being is pivotal to their overall development. The school offers a wide variety of pastoral support for pupils. These include:

- Our carefully planned Personal, Social, Health Education (PSHE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. At Ravensdale Infant and Nursery School, we follow the 'Jigsaw Programme'. More information can be found on [Primary and Secondary PSHE fulfilling RSE | Jigsaw PSHE Ltd](#)
- Small group evidence-led interventions to support pupil's wellbeing can be delivered to targeted pupils and groups. These are identified within our provision.
- Pupils who find certain times in school difficult are identified and supported to meet their individual needs and, where appropriate, to help them integrate alongside their peers.
- The school places a focus upon delivering an on-going health and well-being programme and supports the 'Healthy Schools' initiative. Regular topics include: healthy eating, digital awareness, walk to school, importance of exercise and diet.
- Our positive behaviour policy aims to ensure that every member of the school community feels valued and respected. At Ravensdale Infant and Nursery School we promote an environment in which everyone feels happy, safe and secure. Expectations within this policy are regularly refreshed with all staff to ensure consistency.
- Children are referred within school for support for wellbeing and social and emotional needs. School offers programmes including ELSA, lego therapy, 6 Bricks, Drawing & Talking Therapy, Sensory circuits, and Outside Nurture Group. More information can be found about these programmes on our website in Personal Development and Wellbeing.

11. Pupils with medical needs

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Pupils with medical needs will have a detailed Health Care Plan in school, compiled in consultation with NHS representatives, parents and if appropriate, the pupil themselves. Staff who administer medicine to children complete

training and are signed off by the NHS representatives as competent where relevant. All medicine administration procedures adhere to the Local Authority policy and Department for Education guidelines included within Supporting pupils at school with medical conditions.

12. What training do the staff supporting children and young people with SEND undertake?

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School staff receive a range of training at three levels; awareness, enhanced and specialist.

Staff have the opportunity to request training and targeted training is delivered through INSET days and staff development meetings.

The school may receive support and training from other specialists including:

- The educational psychologist who provides advice to staff to support the success and progress of individual pupils
- The NHS Speech Language Therapist and SALT assistants, who visits regularly to assess and plan support for targeted pupils. This is then delivered by staff and volunteer helpers.

13. How will my child be included in activities outside the classroom including school trips?

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- Risk assessments are carried out and procedures are put in place to enable all children, where it is safe for both pupils and staff members, to participate in all school activities including visits and trips. The school will always consult with parents/carers regarding trips and visits for children with an EHCP to assess, together, the suitability of the trip.
- Reasonable adjustments will be made to ensure the safety and inclusion of all pupils and staff.
- Parents/carers/healthcare professionals may be asked to accompany the visit if this is required.

14. How accessible is the school environment?

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The school has a new school building which opened in June 2022. The school was purpose built on one level and accommodates the accessibility of most needs.

15. How will the school prepare and support my child when joining or transferring to a new school?

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A number of strategies are in place to enable effective pupil's transition.

These include on entry to our school:

- A planned programme of visits, for all new pupils.
- Parent/carers are invited to induction meetings at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- For new pupils who are known to have SEND, the SENDCO will discuss any concerns/needs with all previous settings (where applicable) and with parents/carers.
- The transition portal is used by school staff to gain the best information from other setting before children start at our school.

Transition to the next school:

- Transition arrangements for all pupils are, in partnership with other schools, further enhanced for pupils with SEND on an individual case basis.
- For those pupils with an EHCP:
 - The annual review can include a 'phase review' where parents are supported to make decisions regarding their next setting choice.
 - Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
 - Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCOs of both schools will discuss the needs of pupils with SEND in order to ensure a smooth and successful transition.
- The records of pupils who leave the school mid-phase will be transferred as soon as possible after parents/carers have notified their child has been enrolled at another school.

16. How are the school's resources allocated and matched to children's special educational needs?

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The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit).
- The Notional SEN budget.
- In addition, for those pupils with the most complex needs, the school may apply for element three funding if they have an EHCP.

This funding can be used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. intervention groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 teaching
- Bought in support from external agencies e.g. speech and language support
- Provision of specialist resources
- Continuous Professional Development relating to SEND for staff

Any funding that the school receives is to be used to support as many pupils as possible, not just those who have a special educational need.

17. How is the decision made about how much support my child will receive?

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- For pupils with SEND, but without an EHCP, decisions regarding the support required will be taken within the school between the class teacher, SENDCO, the teaching assistant who supports in the child's class, the SLT and parent/carer.
- For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at an annual review.

18. How will I be involved in discussions about planning for my child's education?

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- Parents/carers will be invited to parent's consultation meetings twice a year.
- Planning for your child's additional needs will be shared with you 3 times a year, either as a paper copy or through your child's class email address.
- Children with an EHCP will have an annual review/phase review each year. Parents will be invited to these reviews.

19. Who can I contact for further information or if I have any concerns?

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If you wish to discuss your child's educational needs please contact one of the following:

- Your child's class teacher in the first instance,
- The SENCO/ Inclusion Lead – Mrs Lucy Gayton
- The Headteacher – Mrs Lorna Blanchenot
- The School Governor with responsibility for Special Educational Needs and Disabilities – Mrs L Kitchen.

Our school has a complaints policy which can be found on our website:

[Contact Details | Ravensdale Infant and Nursery School](#)

20. Support services for parents of pupils with SEN include:

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- Schools information portal
[Specialist Teaching and Psychology Service \(STePS\) – Schools' Information Portal \(derby.gov.uk\)](#)
- Derby City (Local Offer)
[Derby's SEND Local Offer | Derby City Council](#)
- Information on the Ravensdale Infant and Nursery School Website
[SEN | Ravensdale Infant and Nursery School](#)